

SCHOOL LIFE

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No. 5

SENATE VOTES \$1,000 MINIMUM FOR DISTRICT OF COLUMBIA TEACHERS.

Measure Dies in Conference, However—Teachers Would Also Have Received Bonus, Making Minimum \$1,240—Legislators Emphasize Need for Better Salaries for Teachers.

On motion of Senator Penrose, of Pennsylvania, the Senate voted, February 24, to raise the salaries of teachers in Washington city schools over the amount recommended by the District Committee. Because of disagreement on the half-and-half plan of financing, however, the measure died in conference and will have to be revived in the next session. Under the Penrose amendment as adopted by the Senate the teachers of Washington would receive a minimum salary of \$1,000, which would be increased during the next fiscal year by the bonus of \$240 given to all Government employees.

Debate in the Senate on the District bill, in which the teachers' salaries are appropriated, brought out a number of pronouncements in behalf of higher salaries for teachers. In introducing the amendment Senator Penrose said his attention had been forcibly called to the need for better salaries by the situation in Pennsylvania. He said, "Unless some measure of justice is accorded to the school-teacher we shall not have any teachers left. As is well known, they are now earning very much less than a number of people in occupations requiring very much less intelligence." Senator Penrose had inserted in the Record the statement of the Grade Teachers' Union of Washington as to why teachers' salaries should be raised. This statement pointed out that efficient education depended not upon school building, textbooks, or equipment, but upon the teacher; that teachers' salaries throughout the United States, and particularly in the District of Columbia, were considerably below a living wage and below the wages paid to other employees both in the Government service and in private employ. Senator Hardwick, of Georgia, in charge of the District bill, explained that he was not opposed to liberal pay for public servants, least of all for school-teachers, but he submitted that "we have already made as liberal increase as we felt that the condition of the Treasury justifies." Inquiry as to the total expense involved showed that it would cost less than \$400,000. Senator Penrose remarked, "We squander that

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PUBLIC SCHOOLS WILL AID IN THE NEW SAVINGS CAMPAIGN.

War Loan Organization Plans Educational Thrift Campaign—New Savings Societies in the Schools—Secretary of Treasury Appeals to School Officials.

Schools will be one of the chief agents in the thrift education plan of the Savings Division of the War Loan Organization in the Treasury Department, it is announced. Secretary Glass has appealed to school officials and has been assured of their support during the coming year. In each county, and in many communities, local representatives will be appointed to

promote the sale of stamps and to develop thrift education. Especial attention will be given to the forming of savings societies in industrial plants and business concerns and in the schools for children and their parents. Effort will be made also to interest churches, Sunday schools, lodges, and other groups of people in saving through Thrift and War Saving Stamps and in inducing their friends and associates to join the thrift movement.

The Savings Division will cooperate with all other Government agencies interested in promoting avoidance of waste and in helping the individual to get ahead.

The public this year will be urged to buy stamps not only because of patriotic interest in supporting the Government in its post-armistice and peace program but also from motives of self-interest.

"War Savings Stamps and Thrift Stamps offer a convenient means of providing for the rainy day, making ready for a sunny opportunity or accumulating sums to effect some well-considered future purchase," says a statement issued by the Treasury Department.

The Savings Division considers that wise spending is the basis of intelligent saving, and that intelligent saving is merely postponed enjoyment—that is, accumulating trifling sums for later important and well thought out purchases. Some will save to provide for old age or unexpected emergencies. Others will want to have a "turn around" fund which enables them to meet comfortably readjustments in business or employment. Still others will save for such purposes as a future vacation, education for themselves or their children, to buy an automobile, or what not.

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ARGUMENTS THAT LED UNITED STATES SENATE TO VOTE RAISE IN BASIC SALARIES OF WASHINGTON SCHOOL-TEACHERS.

1. The future of America depends upon efficient education.
2. Teachers earn higher salaries than they are receiving.
3. Teachers should be self-supporting.
4. Other more remunerative occupations are depleting the teacher training schools and drawing from the rank and file of trained teachers.
5. Men are not attracted to the profession and men are needed.
6. Teachers have always been underpaid.
7. Even raising salaries 100 per cent would not pay for value received.

FIFTEEN MILLION DOLLARS FOR PHILIPPINE SCHOOLS.

**Philippine Legislature Votes Funds for Free Education of All Children in Islands—
"Act of Prime Importance," Cables Acting Governor General.**

Thirty million pesos (\$15,000,000) was appropriated by the Philippine Legislature, just adjourned, to extend free education to all the children in the Islands, according to a cablegram from Acting Governor General Yeater to the Insular Bureau of the War Department.

The educational measure was the most important of any of the measures passed, according to the Governor General. He says:

"This act is of prime importance, not only because it provides funds for a term of years sufficient to extend a primary education of seven grades to all the children of school age, but also because it enables the [Philippines] Bureau of Education to prepare and carry into execution a complete and systematic development of the existing excellent educational plan, which lacked only extension over the entire field. Furthermore, it is a means of incalculable value for the welfare of the Filipino people, since it will banish illiteracy, establish permanently English as the common language of the land, afford a firm foundation for democratic institutions, and insure order and stability to the insular government.

Doubles the Educational Provision.

"The adoption of this thoroughly American educational measure will tend greatly to lift the moral responsibility incumbent on the United States to secure a firm and orderly government, and aside from the differences of opinion which may have existed among American statesmen in the past it has been advocated by all Americans from the beginning of the occupation that universal free education of the masses should be an essential characteristic of our national policy in the Philippines. Inasmuch as when Congress considered paragraph 2, the acts of July 1, 19, and of August 29, 1916, much discussion was had about the political capacity of the Philippines, I feel that I discharge a duty of conscience to call your attention to the fact that this enlightened measure was passed by the legislative department of the Government, which, as you know, is composed entirely of Filipinos. By this law of universal free education the all-Philippine legislature in the last two years has provided for doubling the quantity of the educational work effected in almost two decades of previous American occupation. Under the financial support previously given, it was necessary to turn away from the doors of the schoolhouse one-

half of all the children of the Islands. In five years all the children of the land will receive educational advantages. Besides this, the salaries of all municipal teachers will be increased 30 per cent.

New Agricultural Schools.

"In addition, I direct attention to the fact that at the session of 1917-18, two normal schools were established, and two more were established at the session just adjourned, all to be located by the secretary of public instruction, making, with two already existing, six such schools; also, four agricultural schools were established in the session of 1917-18, and three more this year, making 17 in all. The college of agriculture has just had its appropriation largely increased, and an experiment station has been established in connection with it. The appropriation of this year for the university far exceeds any former appropriation. In addition to all this, the appropriation to the bureau of education for this current calendar year exceeds by 3,000,000 pesos any former appropriation. Furthermore, legislative appropriation was made for pensioning 150 young men and women to be trained as specialists in the colleges of America and elsewhere, and they are expected to sail in August next.

Praise for Filipino Teachers.

"The heroic and unselfish work of American teachers, many of whom lost life or health, deserves and should receive the very highest praise, but it would be particularly unjust and unfair for me as head of the department of public instruction not to recognize and make known the work of Filipinos in this regard. Of the present teaching force of over 14,000, less than 3 per cent are Americans. The number of American teachers is gradually growing less as Filipino teachers are trained to take the important positions which they hold.

TEACHERS EXEMPT FROM INCOME TAX.

The Internal Revenue Bureau has ruled that public school-teachers, except in the District of Columbia, are State, city, or county employees and therefore exempt from payment of income tax.

Three out of every four children in this country are suffering from some physical defect which might be prevented or corrected, according to school health authorities.

HOW WISCONSIN HELPS RETURN- ING SOLDIERS.

To aid worthy and needy students especially returning soldiers and S. A. T. C. men who wish to remain in college, the Regents of the University of Wisconsin recently voted to devote \$5,000 to additional scholarships.

They will establish 50 new scholarships of \$75 each and 50 scholarships of \$25 each for undergraduate students during the present college year. These will be followed by 50 scholarships of \$100 each in succeeding years.

The award of scholarships will be limited to residents of Wisconsin and to the first year in residence of graduates of high schools and such other Wisconsin students as qualify for admission to the university.

"VISIT-THE-SCHOOLS" WEEK.

The week beginning Monday, February 17, was "Visit-the-schools" week in New Jersey by designation of the State commissioner of education and the State board of education.

The custom of setting apart a certain week near the midyear for visiting schools was established two years ago. Commissioner Kendall sums up the reasons for the observance of such a week as follows:

"We need a closer cooperation between the schools and the homes. We need a better understanding on the part of the public of the work of the schools. Fathers and mothers need to know the teachers better. The public needs the encouragement which usually comes from visiting a school. The public needs to know, too, the vastness of the work of public education. And finally, the public needs to realize that the process of public education requires large amounts of money.

"All these things are brought home in a concrete, definite way to all who visit the schools."

EDUCATION FOR LIFE.

Those of us who have any responsibility of leadership whatever must make sure that we keep a broad outlook; that we overestimate neither the intellectual nor the practical side of school training; that we do all in our power to develop the creative personality of the individual without losing sight of his social adjustment to surroundings; that we make all the education which we impart or help to impart truly "education for life."—James Edgar Gregg, president Hampton Institute.

INTERNATIONAL COMMISSION ON EDUCATION FAVORED.

Department of Superintendence Adopts Resolutions—Elimination of Illiteracy, Americanization, Health Education Indorsed—Asks Minimum of \$1,000 for Teacher of Any Grade.

Resolutions pledging the educational forces of the country to work for a league of nations and urging the creation of an International Commission on Education were adopted by the department of superintendence, National Education Association, at the Chicago meeting, February 24 to March 1. Other resolutions favored the creation of a department of education, Federal aid for elimination of illiteracy, Americanization of native and foreign-born residents; Federal, State, and local programs to provide adequate physical training for all the youth of the Nation, a minimum salary for teachers of \$1,000, thrift teaching, continued publication of the magazine "National School Service," and indorsement of Secretary Lane's plan of land settlement for soldiers.

The resolutions in full are as follows:

1. The American public schools have met the test of the war. The entrance of America into the war on the side of right and humanity was due primarily to the fact that the schools had kept alive in the hearts of her youth the ideals of liberty and freedom. The schools nourished the spirit of democracy, and produced a soldier whose initiative, resourcefulness, courage, and morale were the marvel of the world, who with only a few months' training demonstrated his superiority to the picked soldiers of Prussian autocracy, trained from youth for war.

While we recognize the defects of our educational system with its glaring inequalities of opportunity, we take justifiable pride in the war service record of the American schools. In the crisis of war the schools were a mighty agency for victory. Every classroom was profoundly touched by the war. Patriotic instruction in the schools was a most powerful instrument in bringing the people to a full realization of their world responsibilities, and it was especially potent in guaranteeing the loyalty of millions of our immigrant population.

In the light of a century of achievement in fostering American ideals and in view of the devoted service of the American classroom teachers and pupils during the war, we pledge the continued devotion of the public schools to true Americanism and world democracy.

2. Affirming that the recent world war was a war to end war, and that the formation of a league of nations will preserve the peace of the world, and perpetuate the ideals for which America entered the war, and believing that the league of nations is a logical extension of the spirit of our American institutions to include the civilized nations in a world democracy, we, the members of the department of superintendence of the National Education Association, do hereby go on record as favoring a league of na-

tions to enforce peace, and that we do hereby pledge ourselves to use our influence to secure its adoption by our own country, the United States of America.

That the secretary of the association is hereby instructed to send by telegraph copies of this resolution to the President of the United States, Hon. Woodrow Wilson, ex-President William Howard Taft, the President of the United States Senate, and the chairman of the Senate Committee on Foreign Relations.

3. Since education is the principal means by which a responsible world democracy can be evolved and a league of nations maintained, be it resolved that the department of superintendence of the National Education Association strongly indorses and gladly accepts the resolutions adopted by the National Council of the League of Nations now in session in Paris and sent to it at Chicago by cable. This department urges the creation of an international commission on education that shall be an active organ in a league of free nations, whose duties should be to provide for a world education in the elements of democratic citizenship, and the extension of the privilege of education to all people and to all classes.

4. Declaring that education in a democracy is the most important function of the Government, that it is a national, State, and local responsibility, and that each should contribute to its support, we urge, therefore, the passage by Congress of the Smith-Towner education bill. In order that education may be given proper recognition by the National Government we ask for the immediate creation of a department of education with a secretary, who shall be a member of the President's Cabinet.

5. Insisting that our democracy shall be kept safe for the world, we demand resolute, sustained measures that shall eradicate illiteracy from all sections of the country. The complete Americanization of all native and foreign born residents is the paramount duty of the hour. The leadership of this should be assumed by the public schools.

6. In view of the fact that 30 per cent of those examined for military or naval service in the late war were found to be physically unfit, we call for Federal, State, and local programs which will provide adequate physical training for all the youths of the Nation.

7. Noting that but a proportion of the teaching force of the country contributes to the maintenance of the National Education Association, we recommend that professionally minded teachers shall become active members of that body. We heartily indorse the campaign now under way to secure voluntary contributions in aid of the program of the association, and the extension of a Nation-wide publicity and support for the creation for a department of education.

8. Recognizing that more than half of the children of the United States are under the instruction of teachers inadequately trained, and but temporarily in the profession, we believe that a minimum of two years of professional training, following a four years' course in an accredited high school, should be adopted as a standard to insure that we have better teachers for American schools. To attain this end we recommend that this department urges throughout the Nation that the minimum salary of any teacher of any grade be not less than \$1,000.

9. In order to discover the practice and determine standards for a just apportionment to the several departments of the schools of the funds collected by boards of education for their current expenses, we recommend that a committee of superintendents be appointed by the president of this department to make a study of this question and report at the next meeting of the body.

10. As essential to character formation, to the welfare of the American people, and to the promotion of a national habit, we urge that the present national program of thrift instruction, and the sale of thrift and war-savings stamps become a permanent part of the public school procedure.

We recommend that a committee of the National Education Association be named to cooperate with the Savings Division of the Treasury Department in pushing a campaign in all State school systems.

11. We tender our highest appreciation to the United States Government for its efforts to coordinate our service activities through the publication of the National School Service. We request that this invaluable periodical be made a permanent organ of a department of education, with such a broad independent policy as will enable it to continue to speak the message of all departments at Washington to the public schools of the land.

12. We condemn the wholesale and indiscriminate closing by the State and local boards of health of schools which have adequate medical inspection and supervision during the epidemics of contagious and infectious diseases, and suggest the isolation and quarantine of stricken persons.

13. We recommend the Junior Red Cross for its announced purpose of interesting the pupils of America in the relief of the needy children of Europe. The program of the Boys' Working Reserve merits support under special educational safeguards.

14. We express our hearty thanks to our hosts in Chicago for their gracious hospitality. We desire also to voice the sense of deep loss that has come to the educational world since the last meeting of this department in the death of John D. Shoop, lamented leader of the schools of this city, and the former honored president of this body.

15. We desire to congratulate the program committee of the department for the virility, vision, and inspiration of the discussion presented during the sessions of this week. We commend warmly our executive, Superintendent E. C. Hartwell, for his part in the preparation of the admirable forward-looking program, and as a department we tender our sincere thanks for his firmness, tact, and skill as presiding officer.

Special resolution: That the department of superintendence indorses the measure now before Congress to appropriate \$100,000,000 to provide work and homes for soldiers, sailors, and marines.

A "Directory of Vocational Education, 1918-19," has been published by the Bureau of Education. This reprints, in convenient form, the lists of State and local vocational education officials given in the more comprehensive educational directory of the bureau. The directory is for free distribution.

EDUCATION AND THE NEW ARMY.

Greatest Need is Humanities. Not Scientific Study, Says Gen. Ansell.

The college man played a wonderful part in the new American Army of the great war, not because he had studied the practical sciences, but because "notwithstanding all the deficiencies of college, he had studied, in some thoughtful and helpful degree at least, the humanities." Thus Gen. Samuel T. Ansell, as reported in the Harvard Alumni Bulletin for February 20.

Humanities and a Democratic Army.

"In this Army it is a knowledge of, and love for, the humanities that count. I have observed it to the point that there can be no mistaking," says Gen. Ansell. "We might have expected that it would be so. There is every reason for it. Armies are but men, human beings, with all the frailties of human beings, but also with the spirit and the responsiveness which characterize the race to which they belong and which make the men of America something more than men, when they are properly led and properly appealed to.

"The Army we now have is a new Army. It is a democratic Army. It came from the people as a whole. It was created by the translation of a segment of our citizenship to the camp. This new Army in a sense may be said to be the successor of the old; but in every respect it is of a different character. Such an Army requires new appreciations, new methods of government, and new leadership. The old Army was mechanical. In the old Army, system was its strength. It was well trained and well organized. The organization took the burden and attempted to absorb all personal and particular deficiencies. The standard product of the system was the thing aimed at and obtained. The human quality was not its prime regard.

"But such an Army as this will never be, even if it ought to be, so trained. Notwithstanding its size, it will remain individualistic and human. It contained such a vast number of our citizens that it has embodied within itself the characteristic qualities of our citizenship, qualities which lie at the base of military morale. These qualities of the citizens, carried with them into camp, are calculated to impress themselves upon, and to some extent modify, the established regimen of the military establishment.

"The new Army may have the text of the same laws for its government, but these laws will have to undergo many modifications in practice, when applied to an establishment raised as the present establishment was. In it more attention

will have to be paid to the individual and his qualities. More regard will have to be paid to his former nonmilitary status; more allowance will have to be made for his military imperfections. There must be a greater appreciation of the spirit and purpose which actuate the man.

No Longer Merely a Technical Profession.

"The military profession, if such it can be called, has been heretofore regarded as one of the technical, scientific, or mechanical professions. Hereafter, military appreciations must increase in the direction of regarding men of arms not as machines but as human beings with human capacities, impulses, and ideals.

"It must be appreciated more and more that the commander is the commander of men, not of machines. While all of the great captains have had this quality by nature, the development of it has never been a requirement or objective of orthodox military training. The leader of such a democratic Army must have those qualities which will enable him to appreciate and utilize the qualities and ideals of his men. Such an Army sets up a new standard of leadership based upon human worth, and places new estimates upon military qualifications.

"The training which the college man has received in the study of the humanities, such as it is, has contributed to his qualifications in the new establishment in an unexpected and doubtless an unappreciated degree.

Mechanical Training Less Important.

"Heretofore the training of the Army officer was largely of a scientific and mechanical kind; hereafter it will require more of the humanities. Heretofore the commander himself was specially trained to command, and set aside for the purpose; the law gave him his training and conclusively established his competency. But in the more democratic establishment, mere conclusions of law and presumptions of fitness will be of less weight. Men exercising leadership will have to demonstrate their worth.

"I think the mechanical education must hereafter take a less important place in the curriculum of military training and be superseded to an appreciable extent by a study of the liberal arts, and sciences, and humanities. The study and knowledge of human beings, rather than machines, will be a necessary part of the professional training of our officers. In my judgment, it will be unfortunate if hereafter West Point and the service schools should not pay less attention to machine, and more to men, their qualities and culture.

"We, Regular Army men, should have profited much by our contact with the college man. The old Regular Army man

had in his hand, to a large extent, the making of the new Army and the new officer, and none can deny that the task has been satisfactorily accomplished. But we also have learned and broadened. From the new man we have got new views and new appreciations. Doubtless the new man needed much of what the old man had to give, but we also will have lost much, if we have not gained much by reason of the more liberal qualities of the men with whom we have had to deal.

Individualism and the New Army Spirit.

"Although the college man may have an overdeveloped individualism, although the college has little or nothing of immediate practical value in its curriculum, although it aims to cultivate the aesthetic side, the sympathies, and the imagination, it must be remembered that these things are so, in order that human beings may be understood, interested, influenced, and controlled. It must be remembered that many of these things are of great military worth, and whether of military worth or not, they are there to be dealt with. Though some of it, of course, will be modified out of military existence, much of it will last and remain a permanent and strengthening element in any military establishment.

"The spirit of this new Army is what caused it to win. This spirit must be appreciated and understood. It was pervaded by an unprecedented sense of equality. It was a spirit upon which rank, power, and earthly circumstances did not, as such, impress themselves. It was a spirit of personal democracy, which caused, in one instance upon my observation, a student of the classics and a mule driver to become chums, from which comradeship each gained much from the other. The society man, the club man, the college man, and the farm lad and the man who had been engaged in menial labor, all touched elbows in their daily associations, and in each was bred a spirit of generosity and respect, which served as a keystone of the strength of this remarkable human structure.

"A knowledge of mechanics cannot dominate or put to best advantage such a spirit. Such a spirit itself is of the humanities, and a knowledge of the humanities is required for its leadership."

County Superintendent Wooster, of Bergen County, N. J., reports that the soldiers stationed at Camp Merritt, in that county, most of them privates, have contributed small sums to purchase a school children's emblem of thanks. This is a bronze medal, one to be given to each school child in the county as a token of appreciation of what the children have done for soldiers in camps.



RURAL EDUCATION

ITEMS OF SIGNIFICANCE IN RURAL SCHOOL PROGRESS



WHAT THE COMMITTEE ON COUNTRY LIFE IS.

The committee on country life has been organized by a small group of workers for the study and discussion of the social problems of rural life. Its first meeting was held at Washington, D. C., in November, 1917; its latest at Baltimore, Md., in January of this year.

The country life leaders present at the first meeting felt that there was distinct need for a committee which would make serious study of the problems of rural social organization, with a view to gradually outlining a country life program which will meet the needs of the period of reconstruction after the war. It was decided to undertake a careful investigation of the field through a series of subcommittees. A committee of nine was constituted as the nucleus of an organization. This committee has held two meetings. At the first in New York two subcommittees were appointed, one on permanent organization, and the other on program of the conference. These committees reported at a meeting of the whole committee at Pittsburgh, June 29, and it was decided to proceed with the organization of a series of committees as outlined in the report of the subcommittee on organization, which should meet for discussion and report to the national conference to be held at Baltimore.

It is believed that there is a distinct field of usefulness for such a national committee on country life in the integration of the educational and other forces working for rural progress. This committee will in no way duplicate the work of the Association for Agricultural Legislation, the National Conference for Social Work, or other national organizations, and arrangements have been made for cooperation with committees of these organizations. The economic needs of rural life are being appreciated as never before and real progress is being made by many agencies attempting to meet them. The fundamental problems of rural life are not solely economic, but also involve better social organization. At present there is no agency for bringing together the leaders of agencies working for better country life, to consider their common objectives, and to better correlate their efforts in a common program. This is the field of the committee on country life. Its conference will not be a convention. It will attempt no propaganda, at least until its work is thoroughly established. It will seek to establish a better under-

standing of existing rural social conditions and the agencies for bettering them, with a view to formulating a comprehensive statement of principles, policies, and relations, which may form a basis for programs of work, so that there may be larger correlation of effort and a more general recognition of the goals of country life.

FARM WORK AND SCHOOL ATTENDANCE IN NORTH CAROLINA.

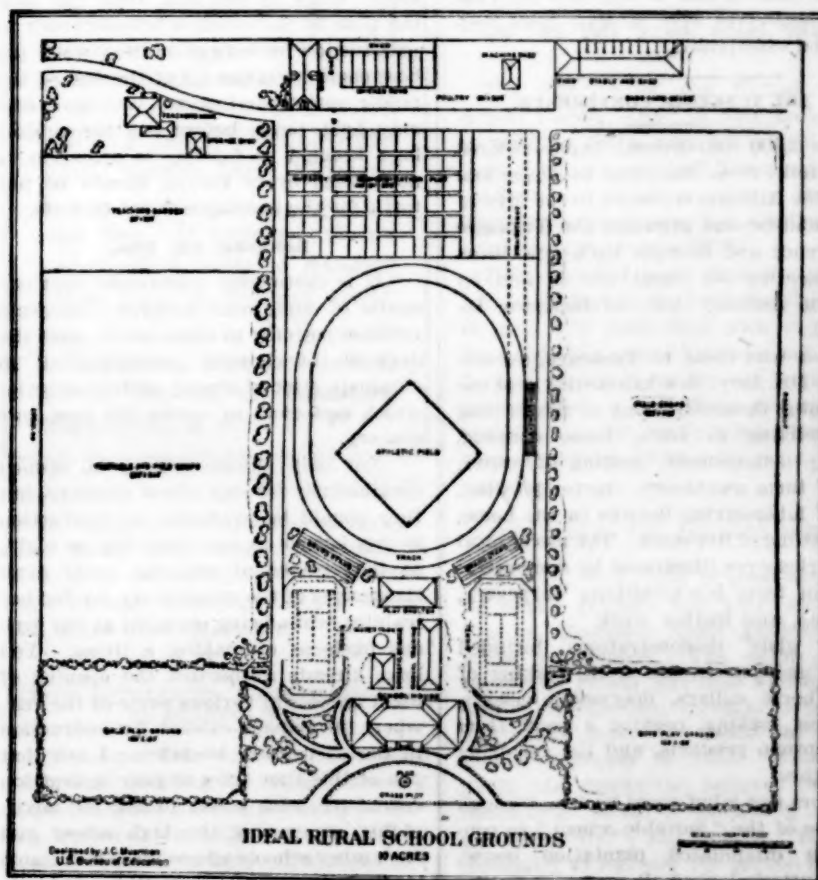
How a child's education is interfered with by helping with the crops is described in "Rural children in selected counties of North Carolina," just issued by the Children's Bureau.

The study was made in two counties, one located in the low cotton-raising country, where the population is about evenly divided between whites and negroes, the second in the mountains, where the population is exclusively white. Since these

counties are considered typical of rural areas in other States, as well as North Carolina, the study may be taken as a reliable picture of conditions surrounding many country children.

Between the ages of 10 and 20, about 1 white child in 10 and 1 negro child in 3 in the low county had not learned to read and write; among mountain children this rate was 1 in 3. Although the law makes attendance at school compulsory for children between 8 and 14 years for four months of the school term, even this meager requirement is not enforced.

The two counties furnish an interesting contrast in the opportunities they offer for recreation and social intercourse. While the social life of the lowland county is perhaps above the average for rural communities, it is limited in the mountain county to a monthly "preaching," a county fair once a year, and an occasional visit to the neighbors. School entertainments, club activities, picnics,



Ground plan of an ideal rural community school, prepared in miniature by the Bureau of Education for the Panama-Pacific Exposition. Provision is made for housing the teacher and in other ways making the school a real farmers' school.

and parties, common in the lowland county, are almost entirely lacking in the highlands. The remoteness and inaccessibility of the mountain homes and the lack of means of transportation and communication serve to keep many families in almost complete isolation. One mother has never been to town in her life. She has not been to the country store, 5 miles from her cabin, in 15 years. Another has never seen a railway train. Trips after the mail are few and far between; magazines and newspapers are rare.

That parents are anxious to do the best they can for their children is shown by the interest they showed in the Children's Bureau health conferences, which furnished opportunity for parents to consult with a physician about the physical development of their children. The report as a whole shows clearly the need for making life richer and more worth while for children born in rural communities. In spite of the hard life and often primitive conditions, most of the families in the counties studied were contented with country life. They were aware, however, of the disadvantages of their situation. Some of the mountain parents indeed were eager to leave the country for the sake of their children, to be more convenient to school, church, and doctor, and the children themselves were in some cases restless and dissatisfied.

THE TUSKEGEE CONFERENCE.

How 2,000 well-dressed, happy, colored rural folks from Maryland to Texas and from the Atlantic seaboard to the Mississippi and beyond attended the Tuskegee conference and brought back new ideas of education for rural life is told by William Anthony Aery, of Hampton Institute.

Those who came to Tuskegee, according to Mr. Aery, saw interesting and enlightening demonstrations in the feeding and milking of cows, home canning, poultry management, making of butter, use of farm machinery, tractor plowing, use of labor-saving devices in the home, and feeding of live stock. The mechanical industries were illustrated by demonstrations in farm blacksmithing, carpentry, painting, and leather work.

The girls' demonstrations included shuck and pine-needle work, making of hats, horse collars, doormats, baskets, mattress making, cooking a meal from home-grown products, and the repairing of clothes.

Others saw what could be done through the use of the "movable school" to convert a dilapidated plantation house, which utterly lacked all conveniences and even the necessary outbuildings for man

and beast, into a bright, attractive cottage, conspicuous for its flower garden, its good fence, its trim poultry house, and its clean back yard.

ALL-YEAR SCHOOL PLAN SUGGESTED FOR NASHVILLE, TENN.

An all-year school plan, with instruction at all times and for all ages of pupils, is proposed in the annual report of Supt. H. C. Weber, of Nashville, Tenn.

"Schools should be run 12 months in the year with the year divided into three terms," says Supt. Weber. "Here teachers and pupils, if desirable, could drop out any one term for vacation. Such an arrangement would give the teacher desiring it, constant employment and pay. It would give to the strong student the privilege of continuous work, thereby shortening the number of years required in which to complete the curriculum. It would lessen the number of pupils in school at any given time and would therefore cost no more after once settling down than the present system. It would allow both students and teachers to take their vacation period at such time of the year as best suited their needs for recreation. While it has long been felt that the time in the common schools given to preparation for college or life's work (as best could be taken up at the end of the public school curriculum) was unreasonably long, never before has the subject been brought so forcibly to attention as now when every energy should be put forth for the accomplishment of ends.

Instruction Any Time.

"It is thoroughly understood that our course of study must undergo a complete revision not only to more nearly meet the demands of changed conditions but to eliminate a lot of almost useless material which had crept in during the past half century.

"Not only should schools be opened continuously for day school purposes, but they should be available for instruction in any branch at any time, day or night, so that people of any age could avail themselves of the opportunity for further training while being occupied at the serious business of making a living. You have already authorized the opening of night schools in various parts of the city, where the demand existed, for instruction in the elementary branches. I ask that you at this time refer to your instruction committee, with power to act, the advisability of opening the high school and such other schools where there is suitable equipment for evening instruction in home economics and other forms of vo-

cational training. The expense of this would be slight since the Smith-Hughes bill now in operation provides for the Government to pay half the salaries of persons employed in giving such instruction."

Supt. Weber pointed out that cities all over the country are using their school plants for all varieties of educational work; that the schoolhouses of Nashville are idle too large a proportion of the time, and if they can be put to practically constant use the public will be the beneficiary.

Community Center Circular No. 2 - - January, 1919
DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

COMMUNITY BUILDINGS — AS — SOLDIERS' MEMORIALS

By
HENRY E. JACKSON
United States Bureau of Education



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Have you had this circular on a timely and important subject? If not, write to the Bureau of Education for it.



U. S. School Garden Army

SCHOOL GARDENING IN PHILADELPHIA.

Interesting and important results were obtained last summer in the supervised school and home gardens in Philadelphia, under the leadership of Miss Ellen S. Carter, supervisor of school gardens. Fifteen large school gardens and 16 smaller school-yard gardens were maintained in addition to more than 50 war gardens. Nearly 2,000 pupils were given daily instruction by teachers and supervisors and more than \$20,000 worth of crops were produced. One school garden cleared the sum of \$50 from excess vegetables sold to parents and neighbors. Many gardens donated the money made from the sale of excess vegetables to the Red Cross funds while in other cases the money was invested in Thrift and War-Savings stamps.

Due probably to the fact that these gardens were planted with the idea of producing food at home to relieve the situation overseas, there was practically no stealing or molestation of crops. The attendance was regular and the plots were kept in a neat, clean condition. Teachers and children patriotically united in an earnest and successful attempt to produce food.

Eau Claire, Wis., had 218 acres of land in war gardens last summer, according to a statement by the superintendent of schools. These gardens were worked by 1,557 persons representing over a thousand homes. The industrial board of education employed a man to supervise the garden work at the homes and on the public tracts used for gardens.

THE AUSTIN PLAN.

Austin, Tex., has worked out a garden plan that has points of interest. Under this plan, according to Lester C. Brenizer, garden supervisor, each ward school elects a secretary or "cabinet member." These secretaries meet with the garden supervisor once every two weeks and discuss the problems of their schools and report to the principals anything that may be discussed around the table. They act as bearers of literature, etc. They stand responsible for any business pertaining to gardens that may come through their schools. They take care of the garden question box found in each school, and see that answers are given.

From each school five boys and five girls are elected to act as captains of

their school. These boys and girls are chosen from the school in assembly. The captains have U. S. S. G. cards on which are written the names of the boys and girls in their locality over whose gardens they act as captains—and in whose gardens they are interested. They report once every two weeks on the condition of the gardens they are captaining—whether they are doing well or not. If reports are favorable the supervisor concerns himself little with these gardens, paying more particular attention to those reported doing not so well.

In the senior and junior high school credit for one-fourth point (each term) is given to captains who have satisfac-

GARDEN NUMBER OF SCHOOL SERVICE.

March 15 issue of National School Service, published by the Division of Educational Extension, Department of the Interior, will be a special "United States School Garden Army Number." Every teacher should receive a copy free. If your schools are not supplied, write to National School Service, Interior Building, Washington, D. C., or to J. H. Francis, Director, U. S. S. G. A., Bureau of Education, Washington, D. C.

torily captained and reported on the gardens under their supervision, besides growing a garden of their own, which must directly pass satisfactory inspection of the head supervisor.

SCHOOL-SUPERVISED HOME GARDENING IN READING, PA.

School-supervised home gardens were started in Reading in 1916, when the schools enrolled 3,500 in the army of garden workers. In 1918 the city had at least 7,000 children busy all summer cultivating home gardens, not only showing enthusiasm themselves, but arousing that of the elders.

"The home garden under the supervision of the school teacher has become a most important factor in the moral, social, and agricultural education of the school children of Reading," writes Miss Zettan Gordon, the garden supervisor, in her report to Supt. Foos. "In a year or two a school laddie or lassie without a garden will be unknown. Next year's slogan must be: No child without a garden."

During the summer months each teacher visited the gardens of her own pupils at least once each month. This gives an excellent opportunity for getting in touch with the home.

The Berks County fair is the medium through which much publicity is given to the school-supervised gardens. A special tent was practically filled by the exhibits of the pupils. Many children took their vegetables to the fair grounds in small express wagons.

"LET THE BOY RAISE WHAT THE GIRL CANS."

The director of the United States School Garden Army in New York State is working out a plan by which school garden supervisors and home economics teachers may cooperate during the summer under the slogan "Let the boy raise what the girl cans in 1919."

This does not mean that the gardens will be limited to the boys, for thousands of girls will raise their own vegetables for use in the school kitchens, but it will furnish an object for the boy to turn his garden work to a definite purpose, and contribute to the family winter supply of food as well as enlarge its menu in the summer.

GARDENING IN THE TRENTON SCHOOLS.

Trenton, N. J., had 10 good-sized public school gardens last year, and more than a thousand home gardens were under supervision. The value of the vegetables raised was over \$7,000. This was a considerable increase over 1917, and plans have been made for a still greater increase in 1919. Miss Ruth Scott, the supervisor, believes that the educational value of gardening is "beyond estimate." She writes: "We hope especially to increase the garden instruction in the classroom, for the classroom is the true educational field for which the garden is the laboratory."

SCHOOL LIFE

Official Organ of the United States
Bureau of Education, Department
of the Interior.

Franklin K. Lane, Secretary of the Interior.
P. P. Claxton, Commissioner of Education.

Terms: *SCHOOL LIFE* is mailed free to State, city, and county superintendents, principals of high schools, and a few other administrative officers. Additional subscriptions, 50 cents a year.

Remittances should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be made by cash or money order. Stamps are not accepted.

BUILD SCHOOLHOUSES.

Previous to our entrance into the war we were spending in the United States a hundred million dollars a year on new schoolhouses, but at this rate we were in no wise supplying the need. Hundreds of thousands of children in the lower grades were on half-time attendance, and millions attended schools in houses wholly unsuited to school use, according to modern standards—badly ventilated, poorly lighted, and otherwise insanitary.

For the two years of our participation in the war schoolhouse building almost ceased, and there are now both the need of 1916 and the accumulated need of the two years of the war, larger than in normal times because of the unprecedented shifting of population.

To supply these needs will require not less than five hundred million dollars of building, to be completed by the time of the opening of the schools in the fall of 1920. It is very important, therefore, that legislatures, county, and city councils, and boards of education all over the United States immediately take the necessary steps for this building and for the raising of money necessary for it.

If there be danger of an oversupply of labor during the period of demobilization and readjustment, and a consequent lack of employment for the men returning from the Army and from the munition plants, such a schoolhouse building program will be no inconsiderable factor in the solution of this problem of employment.

If such of the large amount of accumulated building materials of the War Department as are suitable for school buildings can be had for this purpose

it may reduce the cost for raw material considerably.

In view of the part which popular education must play in the new era there can be little or no objection to any expenditures for building that may be necessary for the full efficiency of our school systems.

ORGAN RECITALS FOR CHILDREN.

Growing recognition of the significance of music as an educational force lends interest to the movement for organ recitals for children. Pittsburgh is one city that has made conspicuous efforts in this direction.

Recently the town of Riverton, N. J., tried the experiment of having the children gather together to hear good music. The children came directly from school to listen to a program which included Mendelssohn's Spring Song; "Day Break" from Peer Gynt Suite; D'hardelot's "Three Green Bonnets"; the Berceuse from Jocelyn, and Gounod's "Funeral March of a Marionette."

It would be difficult to overestimate the final values, in esthetic and moral culture, of a movement which would make it possible for the 12,000,000 children in the towns and cities of the United States to come together once a week for good music of this kind in some church or hall where there is a good organ and some one to play it well.

COMPULSORY-ATTENDANCE LAWS AND THEIR ENFORCEMENT.

The formulation of effective compulsory school attendance laws has been one of the problems confronting legislators and school officials for the past 70 years. The most marked advance in enacting such laws has been since 1890. Prior to that date only 27 States and the District of Columbia had compulsory attendance laws, and many of these were inoperative. Now all the States have such laws. How effectively these laws are enforced it is not possible to determine, since statistics regarding their enforcement are lacking in most State and in many city reports, but a study of attendance laws reveals the fact that in some essential factors are wanting to make enforcement easy and effective. Only a few contain practically all the factors necessary.

To secure the enrollment of all pupils of compulsory age several things are necessary, the first step being a complete census of all children of school age. Some otherwise well written laws neglect this most important factor, the school census being taken merely to secure State

appropriations based upon the number of children in the district. In some States the school census is not taken annually.

To keep track of all children at all times the attendance department of a city should be made large enough to keep the census list up to date. Where permanent census boards have been established many children have been found and sent to school. In 1909 a permanent census bureau created in cities of the first class in New York State revealed 30,000 children unlawfully out of school, though the machinery of compulsory attendance and child labor laws had been in operation over 16 years. No doubt permanent census bureaus in other cities throughout the country would make equally startling revelations.

To enroll children of compulsory school age is but the first step; the next step is to secure regular attendance. Many parents, after having enrolled their children, assume that they have met the requirements of the compulsory attendance law. They then feel at liberty to keep their children out of school for the most trivial reasons; it is not uncommon for a teacher to receive notes from parents saying that the child was "needed at home." Whenever such excuses are accepted, the compulsory attendance law at once becomes a dead letter so far as that case is concerned.

The effectiveness of compulsory-attendance laws depends to a great extent upon how promptly teachers report unexcused absences, and upon whether they excuse only those whom the law exempts. Several of the laws recently enacted require reports to be made daily.

Some attendance laws are weak in that employment certificates are made to the children. Those children receiving employment certificates may not find work, or after working a few weeks they may quit and not return to school. Many laws require children between 14 and 16 years of age to be in school unless regularly employed. A work certificate should not be a license for the child to roam the streets, as it may be, if the child carries the certificate. This weakness in many of the compulsory laws can be remedied only by having the employment certificate made directly to the employer and by having the employer return this certificate to the school authorities when the child quits working.

Efficient public schooling can not safely be left to the chance of local initiative. Public safety requires adequate devices for guaranteeing good schools everywhere.—Henry C. Morrison.

School Hygiene and Physical Education

SECRETARY DANIELS ON HEALTH AND RECREATION.

"There has never been in all history a more convincing demonstration of the value of play and recreation than has been achieved by the American Army at home and abroad," declared Secretary of the Navy Daniels before the North Carolina Conference for Social Service. "The demonstration has been so clear and the influence so striking that there can never again be organized a military program in America, or anywhere else in the modern world, which will not contain provision for supervised, organized recreation, entertainment, and play. We will never be able to measure in any accurate way the enormous benefit which our soldiers and our sailors derived from these programs in this war. But we do know that they have formed a very essential part of their preparation for victory. We know that these activities conserved their physical vigor, maintained their cheerful spirits, gave them the will to fight on, and saved many a boy from a type of recreation that is associated with shame, and a form of entertainment that goes with crime. I state a fact which can not be disputed when I tell you that the organized, supervised recreation and play for our soldiers and sailors saved them from depression and mental weariness, gave them health and vigor, and furnished them with spirit and vitality.

Importance to Peace Program.

"This experience and the compelling lessons which it teaches has a very important application to our peace program. There is no period in human life when recreation and play are not essentially important to the program of daily living. It is requisite for a whole life, in every age period. But we in America neglect our play and forget our need for recreation. This neglect would be bad enough if we of maturer years were the only ones called upon to pay the penalty. Unfortunately, we are responsible for neglecting the play and the recreation and the active entertainment of childhood and youth, in which periods of life play is spontaneous and physiologically essential. Wise men and wise women have been telling us for many years that we have been stealing vitality and vigor and growth and development from our children, and therefore, from our future citizens because we have been thoughtlessly or carelessly limiting their play in greater and still greater degree as industrialism and the varied and complicated demands of education have in-

creased. It took this great war, with its fearful demands upon the vigorous manhood and womanhood of our country, to drive home the fact that we pay the penalty at the price of impaired and deficient maturity in peace or in war, when we squeeze the play out of the lives of our children. The physical deficiencies found at the draft and the convincing lessons taught by the Army program of play are powerful and compelling arguments in favor of wise laws on child labor, wise programs of education, and wise provisions for physical training.

Physical Defects and Better Care.

These lessons of the war have prompted a number of our national agencies to institute programs for the better care of our children. During the last two years seven States have enacted laws requiring physical education in their schools, and I am told that at the present time 15 other States are proposing such laws. If universal physical education could be achieved not only for the children who are in school, but for those who are unfortunately forced out of school, it is not extravagant to state that the physical vigor and the peace and the war utility of our adult population would soon be very considerably greater than at the present time. In my judgment the acquisition and the conservation of public health is the chief obligation of a state or a nation.

Health a Patriotic Duty.

And, finally, we have learned that health is a patriotic duty; that the human owes it to himself, to his family, and to his country to be of normal growth, to achieve normal development, and to be vigorously healthy. And we have learned that it is the business of a government—nation, state, or family—to make every reasonable provision for the constructive hygiene of the individual so that he may achieve normal growth, normal development, and normal physiological usefulness.

HEALTH DUTY OF SCHOOL AND HOME.

"Far from interfering with home authority, the school must be an adjunct to the home in all those activities that make for the well-balanced growth of men and women," says the February 15 issue of the New York State Department's Bulletin to the schools, which is given over wholly to health work.

"It is not by preaching but by practice that we succeed in training the young plant into healthy and sturdy growth. We have come to realize that it is absurd to make our schoolhouses sanitary and 'modern' while we neglect the newest and most scientific advances in the conservation of the individual. The medical inspector, the school nurse, and the well-informed teacher are necessary agencies to conserve and promote the bodily growth and welfare of children. By their united vigilance we hope to exclude from the school premises every insanitary influence that can be controlled by modern skill, to prevent the development of physical defects in children, and to correct every remediable defect that impedes their progress in school and that can be discovered by expert medical examination.

"The medical inspection of schools is a frank effort to build up the child's body as well as his mind, to strengthen him for the physical stress and strain of modern life as well as for the demands that may be made upon his intellectual powers. We believe that the school should return the child to his home at the age of 14 to 18 years in better physical condition than when he entered the primary grade. We hope also that this service of health direction will reach up into the colleges and universities, as it now reaches down into the kindergarten, and extend its protecting influence around our young people throughout their entire course of study."

HEALTH INSPECTION OF SCHOOL CHILDREN.

Health inspection of all children attending schools should be mandatory. No child should be permitted to grow into manhood or womanhood, seriously handicapped because of some physical defect that might have been remedied in childhood. Medical inspection or health inspection of school children by school nurses in many cities is a blessing to many children physically defective. There are many children in rural schools, suffering from defective eyesight, diseased tonsils, adenoids, improper care of teeth, improper clothing, etc.—State Supt. Deyoe, Iowa.

SENATORS FAVOR NATIONAL EDUCATIONAL LEGISLATION.

Census Debate Brings Out Enthusiastic Sentiment for Education—"Remarkable that Our Government Furnishes Practically Nothing to This Cause," Says Senator McKellar.

Education as a National as well as a State concern was the subject of discussion in the Senate recently during the debate on the 1920 census. Senator France, of Maryland, seeking to have the new census go more into detail than was contemplated on education, health, and other matters, began an analysis of what constitutes legitimate governmental functions. The following discussion then took place, as recorded in the Congressional Record for February 8:

Mr. FRANCE. Do you believe that public education is a legitimate function of government? If you do, we go along together. I do not propose to give much time during the hours for which I shall discuss this subject to proving that popular education is a legitimate function of government, but I believe it is. If it is, give us education. Give us education for everybody. Give the poor boy as much education as the rich man can buy, and give it to him at the expense of the State. The failure to do this is one cause for unrest. Why should my boy, because I have a few thousand dollars a year, go to a great university, when he may be a blockhead, and get an education which the boy of my neighbor, who has not the money, can not get?

There, I will say to the Senator, is a border-line case. I believe that public education is a function of government; and, believing so, I do not believe that the Government can afford to try to highly educate a fool, nor do I believe it can afford to withhold from the brilliant young man the utmost education which he is capable of taking, regardless of his financial condition. Probably the Senator would say that that was one of the border-line questions.

Mr. KING. Mr. President, if the Senator will permit an interruption—

The PRESIDING OFFICER. Does the Senator from Maryland yield to the Senator from Utah?

Mr. FRANCE. I do.

Mr. KING. I concur with probably all that the Senator has said respecting the question of education, except that if he means that the Federal Government should assume the education of the children in the States I could not concur with him. I think that the sovereign States have resting upon them the responsibility of educating the children within their borders; and this duty they are performing with zeal and enthusiasm. I do not know of a single State that does not have a university in which the higher branches of education are taught, and taught freely, to all within the State.

I think if the Senator will go into the great universities of our country—and I do not want to indulge in any invidious comparison—but universities such as Yale and Harvard and Columbia—

Mr. SMITH of Michigan. And Michigan.

Mr. KING. And Michigan, certainly, as my distinguished friend from Michigan suggests; and I can speak with pleasure of that, because I attended that university—I think he will find more students who are the children of parents who possess but little or none of this world's goods than he will those whose parents possess wealth. It is a very common thing in these great educational institutions to find young men who work their way through college, because of their lack of means and the poverty of their parents. It is my observation that any young man in the United States who wants an education can obtain it, and it has not been denied him on account of poverty.

Mr. FRANCE. The Senator has again mixed several questions in his reply. If he will go to Wisconsin University, for example, he will find a university which I believe—and the Senator from Wisconsin can correct me if I am misinformed on that subject—is really a part of the system of public education; but if he will go to certain other institutions which I could name—and I will not name them—he would find that very few poor boys are there.

Mr. KING. If the Senator means that in some States provision has not been made to give the children of the poor the highest education that may be given to the children of the rich within the State, that State has failed in the discharge of its duty.

Mr. FRANCE. I feel so.

Mr. SMITH of Michigan. Mr. President—

The PRESIDING OFFICER. Does the Senator from Maryland yield to the Senator from Michigan?

Mr. FRANCE. With pleasure.

Mr. SMITH of Michigan. It may not be inappropriate to say that there are men within the sound of the voice of the Senator from Maryland and the Senator from Utah who worked their way through a great educational institution. I do not happen to be one of them. I did not have the privilege of attending the University of Michigan. In fact, I had very little early education, because of the necessities of my situation; but my colleague [Mr. TOWNSEND] who was equally poor and equally determined, and much abler, worked his way through in the most humble employments, and there was no bar to him.

Mr. LENROOT. Mr. President—

The PRESIDING OFFICER. Does the Senator from Maryland yield to the Senator from Wisconsin?

Mr. FRANCE. I yield, with pleasure.

Mr. LENROOT. I should like to call attention to the fact that although a university may provide free tuition, nevertheless it is not possible for every young man to work his way through the university. In many cases—a very large percentage of cases—he has dependents whom he must support, and it is not alone a question of making his own living while he is securing an education. Wisconsin University has recognized this, and has recognized it very substantially through its extension courses, whereby it seeks to provide for the boy at home who must be supporting dependents at that stage of his life a fair amount of higher education.

Mr. FRANCE. Mr. President, the Senator from Utah and the Senator from

Michigan have opened up a very important subject, and the remarks of the Senator from Wisconsin are quite applicable. I am not undertaking this afternoon to discuss the large question as to whether the States or the Federal Government should provide public education. I am merely laying down the proposition that if public education is a legitimate function of the Government, it must perform that function universally and fully; and it is not doing it—

Mr. McKellar. Mr. President—

The PRESIDING OFFICER (Mr. SHAFROTH in the chair). Does the Senator from Maryland yield to the Senator from Tennessee?

Mr. FRANCE. Will the Senator permit me to proceed a moment? It is not doing it when we come to a great war and find that out of the 2,000,000 men called to defend the Republic against a violent and a most dangerous enemy 200,000, or 10 per cent, are illiterate. Our enemy had no illiteracy in his armies, because Frederick the Great had learned the value as a fighting man of the educated man, and, because he was both a capable and a ferocious military leader, he decided to educate his people. Does the Senator desire to defend a system of education which would force this great Republic, supposed to be the leader in enlightenment throughout the world, when exposed to such a deadly danger, to call 2,000,000 men to its defense, and find 200,000 of them unable to read or write their names or to understand the orders which they must read in order to perform their duties in defending the Republic?

I now yield to the Senator from Tennessee with pleasure.

Mr. McKellar. Mr. President, I can not let this opportunity pass to say that I agree most heartily and cordially with the propositions as to national aid to education that the Senator from Maryland is so well laying down. It is one of the remarkable things that this great, rich Government of our, contributing millions and sometimes almost billions to other worthy purposes, practically furnishes nothing to the cause of education of the youth of our land.

I agree with the Senator entirely on this subject. I think our Government should see to it that there are no illiterates in this country. We should do away with illiteracy; and while it is primarily the duty of the States, if the States do not perform that duty it is our duty as a National Government, it is our duty as legislators, to furnish the necessary money and the necessary means to educate the youth of America.

I am for education. I am for any kind of an educational bill. I am about education somewhat like the old-fashioned Kentuckian used to be about his whisky. It was all good, better, and best, and there was no bad whisky. [Laughter.] And so I think about education. It is all good. Private education is good. State education is good. And national education is good. It is all good. It is all helpful.

I am for any kind of an educational measure. I am for the best, of course, if possible. If we can not get that, then I will take the good or the better kind of an educational measure. I indorse what the Senator has said on national aid to education. I was much interested in and strongly for the vocational edu-

education we provided for some time ago. I was even more in favor, if that could be possible, of the educational rehabilitation of our wounded and maimed soldiers as provided for by us recently. And it would give me the greatest pleasure to support some general scheme of national aid to the cause of the general education of our youth. I hope some general plan can be agreed to so that the greatest, richest, and most powerful Nation on earth can also be the best educated.

Mr. FRANCE. I thank the Senator; and I would say that I am not raising a sectional question, because there are strict constitutionalists on that side of the Chamber who feel exactly as I do. Indeed, the Senator from Georgia [Mr. SMITH] has introduced a measure which, while it does not entirely meet with my views as to the best method, expresses purposes which are entirely in accord with the purposes which I have in mind, although the Senator from Georgia comes from a State which ordinarily would hold that the function of education belongs to the State rather than to the Federal Government.

SCHOOLS WILL AID IN THE NEW SAVINGS CAMPAIGN.

(Continued from page 1.)

The campaign of thrift education, it is hoped, will encourage people to think before they spend and to get full value in goods, comfort, service, recreation, and advancement for every dollar they earn.

Secretary Glass's Telegram.

Secretary of the Treasury Glass sent the following telegram to the Department of Superintendence meeting at Chicago, February 27:

"To the members of the National Education Association, assembled at Chicago, I wish to extend the sincere appreciation of the Treasury Department for the assistance rendered by the members of the teaching profession in the Liberty loan and war savings campaigns during the past year. Besides being of immediate value in meeting the financial needs of the Government, these campaigns have been of permanent value to the country in encouraging habits of wise spending, intelligent saving, and investment. These habits of saving and patriotism, encouraged and stimulated by the necessities of the war, will have a great permanent value to the country if applied to its development in time of peace. The teachers of the country, by their daily contact with the children who are to be its future citizens, can do much to influence them in teaching good citizenship and thrift. It is therefore my earnest request, in behalf of the Treasury Department, that the school authorities throughout the country incorporate the teaching of thrift in the school curriculum for 1919."

A Letter From a Taxpayer

[From Our Public Schools, Oakland, Cal.]

I am a taxpayer. At this time of year taxpayers feel the stress of tax payments, and many of them make critical remarks because of this stress, I among them. In this frame of mind, it occurred to me that I would like to know where the tax money goes, so I proceeded to figure. My home is a comfortable one, perhaps a little better than the average. The real estate is assessed at \$850.00, the improvements at \$750.00, and my personal property at \$450.00. My total city taxes for the year are \$33.21, at a rate of \$1.84. My total county taxes are \$44.75, at a rate of \$2.21. My annual city taxes are apportioned approximately as follows:

Police Department.....	\$4.21
Fire Department.....	4.95
Street Lighting.....	1.81
Health Department.....	.90
Streets.....	4.54
Harbor.....	2.15
City Hall and Auditorium upkeep.....	.95
Public Parks.....	1.80
Playgrounds.....	1.22
Public Library.....	2.12
Bonds for City Hall, Parks, Waterfront, Auditorium, and City Schools.....	2.12
City Officials' Salaries and Expenses.....	2.97
Miscellaneous.....	5.08
Total.....	33.21

*The expense for these bonds would be about three times that total, except that other revenues of the City are applied on bond redemption.

**This includes woodyard, pound, garbage collections, pensions, insurance, charities, service bonds, etc.

This tabulation set me to thinking. It is worth more than \$5.00 a year for me to have a fire house located not far from my home. It is worth a good deal more than \$4.54 a year to have good streets, or \$1.50 a year to have our beautiful parks, and \$1.22 a year to have our Public Library and branches. I pay as much for my daily morning paper as I do for police and fire protection. My monthly bill for house lights is double my yearly bill for street lighting. I pay less than a dollar a year for the Health Department, that has just carried Oakland through an epidemic much more successfully than is the case in other places.

My annual county tax bill, amounting to \$44.75, is apportioned approximately as follows:

Salaries of regular County Officials.....	\$2.84
Expenses of County Offices.....	3.36
Charities and Corrections.....	6.19
Bridge Bonds.....	.51
Miscellaneous.....	3.28
County High Schools.....	3.85
County Elementary Schools.....	5.47
Oakland High Schools.....	6.47
Oakland Elementary Schools.....	6.08
Oakland Kindergartens.....	1.22
School Buildings.....	3.04
School Building Bonds.....	3.44
Total.....	44.75

*This includes \$3.80 for permanent buildings for hospitals.

I do not know whether all the offices which we now have are needed, or whether some matters could be done more economically, but we need the Courts of Justice and their officials. The title to my property is recorded and protected by county officials. For this, and many other things, I pay \$6.20 per year. There is a large item for charities and corrections, amounting to \$6.19 a year. For this amount the county is taking care of hundreds of unfortunates, for any one of whom a person more heartless than I would subscribe an amount as large as the total contributed to the county.

The schools are a big item—taken altogether, the largest item on the tax list. I pay \$9.20 a year for high schools in Alameda County and Oakland, \$11.40 for elementary schools, \$1.20 for kindergartens, and \$6.40 for school buildings. Therefore, my total taxes for schools are \$28.20. I understand, however, that good high school education costs \$100.00 or more per pupil per year. Private schools charge more. I understand that elementary education costs \$50.00 per year per pupil.

I have a child in high school whom I desire to have educated, and whom the community desires to have trained for American citizenship. **THE COMMUNITY SPENDS MORE ON HIS EDUCATION THAN THE TOTAL OF MY COUNTY AND CITY TAXES.** The cost of two children in elementary school is greater than my total annual taxes. Hence, I am unable to locate any item on which I feel sure that I am expending too much. The big business men may pay more taxes than I, but I am willing to buy goods from them in order that they may pay their taxes, and I am more willing now to patronize men who help support our institutions. All I can ask is that we get full service out of every dollar.

AN OAKLAND TAXPAYER.

ILLITERACY IN THE DRAFTED ARMY.

Extracts from a Statement Supplied to the Department of the Interior by the Surgeon General's Office, Section of Psychology.

The section of psychology has obtained information on illiteracy in the drafted army only incidentally, as such information was necessary in determining which intelligence examination should be given. It had been found essential to develop one kind of psychological examination for those who could read and write English and another kind of psychological examination for those who could not read and write English, and then to evolve procedures for distinguishing and separating these groups. However illiteracy may be defined, data regarding the relative proportion in which the two examinations were used give some indication of the extent of illiteracy in the Army. Such data come from two sources (1) weekly statistical reports of the number and type of examinations given at each camp; (2) reports from time to time of special statistical studies in camps where local demand had led to such studies.

TWO TYPES OF EXAMINATIONS.

(1) *Weekly statistical reports.*—For the psychological examination of the draft, two types of group examination were used: Examination Alpha, which demands a reading knowledge of English, and examination Beta, which was especially planned for foreign and illiterate

groups. The men reporting for examination in groups of several hundred were first divided into an "Alpha" group and a "Beta" group. The usual basis of separation was "ability to read and understand newspapers and write letters home." In a number of camps, however, an educational qualification (four, five, or six years' schooling) was added, and in a few camps an educational qualification alone was used.

The table herewith indicates, for 28 stations in which extensive examination was carried out, both the basis on which a man was considered literate and the number and per cent of all men examined whom it was found necessary to send to the Beta examination for illiterates. The extent of illiteracy is often largely dependent on the proportion of negroes in the group; this is therefore indicated in the final column. The figures cover the period from April 27, 1918, to the close of examining.

STRIKING AMOUNT OF ILLITERACY.

The extent of illiteracy among the men drafted is a striking fact. The figures, however, are not an exact measure of the fact. It is obvious that without a more definite measure of literacy and a uniform standard for the separation of

groups, any detailed statements are impossible; it is equally obvious that these measures, though rough and varied, do indicate general conditions of serious public concern.

(2) *Statistical studies from examining stations.*—It is especially to be remembered that in view of differences in interpretation and application of methods the following results are not directly comparable with one another. The comparisons within each set of figures are, however, valid for the station indicated, and are presented pending a more extensive tabulation of the data for the white and negro drafts (separately) from each State.

VALUE OF PART-TIME SCHOOLING.

The value of part-time instruction, if properly organized, is out of all proportion to the time involved, because it can utilize as a basis the new experiences of the young worker and his new social and civic contacts. Moreover, continued attendance at school will afford an intellectual stimulus too often lacking to these young persons under the modern subdivision of labor.

Consequently, this commission recommends the enactment of legislation whereby all young persons up to the age of 18, whether employed or not, shall be required to attend the secondary school not less than eight hours in each week that the schools are in session.

No other single piece of educational legislation could, however, do more to raise the level of intelligence and efficiency and to insure the welfare of democracy.—*From report of the National Education Association Commission on the reorganization of secondary education.*

SENATE VOTES \$1,000 MINIMUM FOR DISTRICT OF COLUMBIA TEACHERS.

(Continued from page 1.)

amount on some ridiculous project in a few seconds here almost every morning."

Senator Pomerene, of Ohio, said: "The compensation of those who are doing common labor on the streets and elsewhere in various sections of the country is higher for what they do than the pay of the teachers in our public schools. I have such a very high regard for the work the teachers are doing and the influence they have on the children of the several communities I think we ought to make these salaries so large as to make it attractive to the best young women and young men we have in the country."

Illiteracy in the Army camps.

Station.	Literacy basis.	Number examined.	Per cent Negro.	Number sent to Beta.	Per cent Beta.
Bowle.....	Read and write, finished fourth grade.....	27,464	10.7	5,497	20.0
Cody.....	Fourth grade.....	43,482	.....	5,003	18.8
Custer.....	Read and write; negroes 5 years at school.....	54,354	9.9	10,004	18.4
Devens.....	Read and write.....	50,031	1.7	11,370	22.7
Dix.....	Read and write.....	67,768	19.8	19,768	29.2
Dodge.....	Read easily, sixth grade.....	49,927	25.4	22,701	32.5
Funston.....	Read and write, finished fourth grade.....	75,678	25.5	21,967	29.0
Gordon.....	Read and write.....	63,648	10.8	16,119	25.3
Grant.....	Read and write rapidly, or seventh grade.....	83,229	18.8	24,218	29.1
Greene.....	Read and write, 4 years at school.....	27,807	38.6	10,512	37.8
Greenleaf.....	Read and write, fourth grade, and 5 years in United States.....	56,007	.8	9,992	17.8
Hancock.....	Read and write fairly and reached sixth grade.....	44,433	5.1	12,714	28.6
Humphreys.....	.....	13,981	.....	1,957	14.0
Jackson.....	Read and write.....	98,996	17.5	19,587	19.8
Kearney.....	Read and write, speak English and over fifth grade.....	18,921	.005	2,931	15.5
Lee.....	.....	82,441	8.8	23,104	28.0
Lewis.....	Read and write.....	75,519	2.2	10,209	13.5
Logan.....	do.....	19,984	.3	3,679	18.4
Meade.....	Reached fifth grade.....	65,700	20.8	21,069	32.1
Pike.....	Read and write.....	75,942	16.1	21,891	28.8
Sevier.....	4 years at school (later 6 years at school).....	24,139	18.7	6,567	27.2
Sheridan.....	Read and write (later 6 years at school).....	55,165	10.0	11,985	21.7
Sherman.....	Sixth grade (negroes, 6 years at school).....	64,408	30.4	26,938	41.8
Taylor.....	Read and write (negroes, finished sixth grade).....	53,336	16.9	10,672	20.0
Travis.....	Read and write.....	77,555	22.0	17,403	22.4
Upton.....	Read newspapers.....	61,539	15.4	14,486	23.5
Wadsworth.....	Northern recruits, third grade; southern recruits, fourth grade.....	67,704	6.0	13,442	19.9
Wheeler.....	Read and write; reached sixth grade (later seventh grade).....	32,988	10.9	10,411	31.6
Total.....	.....	1,552,256	14.2	386,196	24.9

Read and write means "ability to read and understand newspapers and write letters home."

FOREIGN NOTES.

AMERICAN UNIVERSITY UNION.

"The most striking proof of the curtailment of Germany's academic prestige," says the London Graphic in its issue of February 1, "is afforded by the establishment and work of the American University Union, which is now busily engaged working out a scheme for the placing of young Americans in the universities of our own country, of France, and of Rome. Indeed, so many young Americans have decided to enter our universities that Oxford and Cambridge can not accommodate them all. The same is true of France, where the provincial universities will help to educate the overflow from Paris.

"The foundations of this movement have been well and truly laid, notably by the preparation in 1917 by Dr. George Edwin Maclean, formerly president of the State University of Iowa, of two compendious 'Studies in Higher Education,' in the United Kingdom, issued by the American Government. These two documents, though totaling fewer than 400 pages, contain by far the best and most succinct account of the work and status of our universities ever published, and they serve to show how thoroughly America is in earnest over this all-important question.

"The loss to Germany is very severe, because it has been largely through her universities and her professors that she has been able to propagate her theories of kultur. The German State commandeered the professors, and the influence of the professors did not end with the teaching of German youth. It also made a deep impression on young foreigners studying at the German universities, for they were caught at an impressionable age, and went back to their own countries with a high appreciation of German methods, which in some cases they attempted to graft on their own national systems."

THE STUDY OF SPANISH IN FRANCE.

French people are urged to keep up the study of Spanish, in an article published in l'Action Latine and reprinted in a recent number of Revue Universitaire. The author assigns two reasons: (1) To counteract the German influence in Spain; (2) to gain a foothold in Latin America.

"It is certain that the future economic war will be waged in America," says the author. "It is on the soil of Latin America that the present-day belligerents

expect and hope to retrieve their losses. Hence, in order to gain an industrial or commercial victory in Latin America, what is of prime importance? Of course, to speak the language of the country.

RELIGIOUS INSTRUCTION IN PRUSSIAN SCHOOLS.

The separation of church and state, which the new German ministry of education asserts it is anxious to bring about in Germany, has so far led to the removal of the local clergy from the school supervision and the partial abolition of religious instruction in the school system of Prussia. A storm of protest raised on that occasion by church circles—Catholic and Protestant—forced the Socialist minister, Herr Haenisch, to issue the following statement, which was published on December 10, 1918, in Germany's official organ, the Deutscher Reichsanzeiger:

"The position of religion in school has led to a series of generally acknowledged abuses, the removal of which has long been due. To do away with this grievance is the duty of a free and socialistic government. We state, however, very definitely that while we are engaged at the present moment in rooting out the worst evils, this is not done for the sake of separating the church and state. The carrying out of this measure is reserved to a future decision. Our present resolution is not an act of this separation, but an act of simple duty based on integrity, honesty, and the absolute right of a person to freedom of conscience and religious conviction. In order to remove from the school all kinds of religious and conscientious oppression it is imperative to do away with all compulsory religious exercises and manifestations, or even tacit participation in such exercises."

"With this in view we decree for all the educational institutions of the Republic of Prussia within our jurisdiction:

"1. The school prayer before and after school, wherever this is still customary, shall be discontinued.

"2. It is inadmissible on the part of the school authorities to compel students to attend service or any other religious performance. Nor may any religious celebration be arranged by the school. School holidays must not bear any religious character.

"3. Religion is not a subject for examination.

"4. No teacher may in future be compelled to give religious instruction, ren-

der any church service or supervise children at prayer.

"5. No pupil may be compelled to attend religious instruction. In case of pupils below 14 years of age, the decision as to religious instruction is reserved to the proper authorities; for pupils above 14, general rules regarding religious conviction for mature persons hold true.

"6. In case religion is taught at school, it is inadmissible to assign to pupils any home lessons, especially the memorizing of selections from catechism, Scriptural texts, stories, or church songs."

NOTES ON EDUCATION IN CHILE.

(From the Pan American Union Bulletin.)

Interchange of professors with Uruguay.—The board of public instruction has decided to put into practice the existing agreement for the interchange of professors between Chile and Uruguay. Dr. Lorenzo Mérola, professor of surgery in the faculty of medicine of Uruguay and assistant director of the Anatomical Institute of Montevideo, has been selected to fill a chair in the University of Santiago, Chile. Reciprocally Prof. Octavio Mavia, of Chile, has been selected to give a course of lectures in the faculty of medicine of Uruguay.

Scholarships for students of mining engineering.—Senator Augusto Bruna, of Chile, has offered to defray traveling and tuition expenses during two years for one student of mining engineering at the University of Santiago, the student to be sent to Europe or the United States to perfect his professional training.

Organization of primary and normal schools.—The secretary of education of Chile recently issued a decree regulating primary and normal education. Among the most important provisions in this scheme of organization is one to the effect that primary education shall consist of three grades of general instruction, consisting of two school years each, and one grade of vocational education, which may comprise from one to three years. This decree also regulates in great detail the functions of the primary schools, which are divided into three classes, according to the grade of instruction given. It also determines the qualifications necessary in order to become a primary teacher, which are: To be a Chilean citizen of good character, not less than 18 nor more than 40 years of age; a graduate of a Government normal school, or in possession of a title duly recognized.

A course in United States literature and civilization is to be offered at the University of Paris. M. Cestre, professor of English at the University of Bordeaux, has been selected as lecturer.

SOUTHERN EDUCATION SOCIETY PLANS STUDY OF IMPORTANT PROBLEMS.

Consolidated S. E. A. and Conference for Education in the South Meets with Florida Teachers.

Recently at Gainesville, Fla., the Southern Education Society, which is the consolidated and renamed Southern Educational Association (organized in 1890) and Conference for Education in the South (organized in 1898), held some interesting and valuable joint meetings with the Florida Educational Association.

Topics for Study.

President T. J. Wooster, who is dean of the School of Education, University of Georgia, appealed to workers in the field of southern education to investigate their problems scientifically and to formulate plans which can be carried back to the home folks for further development.

The following list of topics for study was suggested by Dr. J. P. McConnell, president State Normal School, East Radford, Va.

- (1) The responsibility of higher educational institutions for a better attitude toward rural life and the democratization of all socially useful vocations.
- (2) The enrichment of rural life and enlargement of rural opportunity so as to stop the exodus from the country to the city.
- (3) Scientific education in all classes of southern schools.
- (4) Training for vocations and industrial efficiency, without creating castes and limiting opportunity for all persons to enter all vocations for which they are adapted.
- (5) Importance of the national resources, including water power, mineral resources and soil.
- (6) Present abdication of the family in favor of the school.
- (7) Adequate supervision of the teachers and making the office of county and city superintendent of schools an educational position instead of a political reward.
- (8) More careful and thoughtful attention to teacher-training.
- (9) Training teachers in service.
- (10) Fuller recognition of the importance of the elementary school.
- (11) Elimination of illiteracy in the Nation.
- (12) Adequately enlarged local revenues for schools.
- (13) A careful study of the question of Federal aid to State and local educational systems.

(14) A conscientious and unprejudiced study of the whole problem of Negro education.

(15) Education for citizenship.

(16) Education for home making.

(17) Character education.

(18) Making our people as rich in ideas, aims, standards, and vision as they will be in material goods.

(19) The conservation of the health of our people and the prevention of disease through the proper organization of society.

Speakers.

Among those who spoke before the joint meetings were J. H. Francis, director general of the United States School Garden Army; M. L. Brittain, State superintendent of schools in Georgia; W. S. Currell, president of the University of South Carolina; A. P. Bourland, secretary and treasurer of the Southern Education Society; F. E. Land, Georgia State department of education; Rev. Dr. C. B. Wilmer, of Atlanta, Ga.; D. J. Blocker, professor of the philosophy of education, John B. Stetson University; and De Witt C. Croissant, George Washington University.

Officers.

The officers of the Southern Education Society elected for the ensuing year follow: President, Dr. James Preston McConnell, president State Normal School for Women, East Radford, Va.; vice president, Dr. A. A. Murphree, president State University of Florida, Gainesville, Fla.; secretary-treasurer, Dr. A. P. Bourland, Macon, Ga. State directors—Alabama, Zebulon Judd; Arkansas, O. L. Dunaway; District of Columbia, A. P. Bourland; Florida, A. A. Murphree; Georgia, M. L. Brittain; Kentucky, F. L. McVey; Louisiana, W. H. Scroggs; Maryland, E. F. Buchner; Mississippi, W. H. Smith; North Carolina, Harry Howell; Oklahoma, R. L. Wilson; South Carolina, W. S. Currell; Tennessee, J. A. Thackston; Texas, S. P. Brooks; Virginia, J. P. McConnell; West Virginia, J. P. Marsh.

Commissions on Educational Problems.

The members of the Southern Education Society empowered its new president, Dr. McConnell, to appoint six commissions to study carefully and report fully on six major educational problems, which, they believe, have vast significance in the South; namely, (1) educational finance; (2) negro education; (3) health education; (4) standards and measurements; (5) moral and religious education; and (6) vocational education. The suggestion was made that early reports from the commissions on educational finance and standards and measurements would be most desirable and helpful.

"THIS THANKLESS PROFESSION."

(A letter to the Des Moines Register, Dec. 17, 1918.)

As long as teachers are as inadequately rewarded as they now are there will be a shortage, and teaching will be recruited by "weak men and immature women" and by those who merely use the profession as a stepping stone to something better. I would suggest that as long as normal school graduates receive less salary than street sweepers, high-school principals and superintendents less than section foremen, country school-teachers receive less to teach the farmer's children than he pays his hired man to feed his hogs, there is not much inducement to lure men and women into teaching as a permanent profession.

I have taught for five years in public high schools after five years of study beyond the high school earning the degrees of B. A. and M. A., and have never received beyond \$1,200 per year. Friends of mine with less preparation in other professions are now earning from two to five times that. Aside from the poor reward there is a conscious or unconscious public attitude or feeling that a teacher is an unpractical semihumorous individual who should not be allowed to take any part in public life aside from teaching. Witness the efforts of teachers to get a public office, and notice the charge of "theoretical" being brought up every time. Wilson's opponents are not yet over the habit of sneeringly referring to him as "the theoretical professor." During the last eight months I have been in the Army as a private, and during that time have received more "honor" and flattery for my "service" to the country than I have during five years of teaching. Which is of the most real value to the country? An unconscious official evaluation of the teaching profession is shown in the fact that members of the medical, dental, and engineering professions are given commissions in the Army, while teachers who choose to do so may serve in reconstruction work and educational work with the rank of private. For the above reasons the commissioner of education may "whistle" loud and long before I again join this thankless profession.

FOREIGN TRADE SURVEY.

Rochester, Philadelphia, St. Louis, and Portland have completed foreign trade surveys of their local situations, and several other of the 15 cities conducting surveys in cooperation with the Bureau of Education are approaching the end of their task.

EDUCATIONAL LEGISLATION

Pending educational legislation in a number of States is summarized in Legislative Circulars 5 and 6 of the Bureau of Education, reproduced in part below:

CALIFORNIA.

Bills pending:

S. B. 18 (Sharkey): Raising from \$15 to \$21 the annual allowance for each pupil in average daily attendance in the elementary schools.

S. B. 311 (Jones): Making more rigid conditions to prevent withholding from school children between 8 and 16 years old; requiring teachers in private schools to be capable; requiring attendance officers in districts of over 1,000 pupils to be certificated.

S. B. 312 (Jones): Requiring certain high-school districts to provide part-time educational opportunities.

S. B. 313 (Jones): Making it the duty of the State board of education to establish certain courses of instruction, including physical education.

S. B. 320 (Carr): County boards may grant certificates without examination to persons holding college degrees from institutions represented in the Association of American Universities.

S. B. 402 (Sharkey): Providing that \$900 instead of \$550 (as at present) shall be apportioned for each regular teacher employed.

S. B. (403) Sharkey): Fixing at \$600 per teacher the basis for calculating the county school fund.

H. B. 242 (Saylor): State school fund shall provide \$17.50 per annum for each pupil in average daily attendance.

H. B. 243 (Saylor): County superintendent must estimate the minimum amount of money needed the next ensuing year—that is, \$600 per teacher, but not less than \$20 for each pupil in average attendance.

H. B. 245 (Saylor): Increasing the county school fund.

H. B. 516 (Hughes): Providing for part-time education in civic and vocational subjects.

H. B. 517 (Hughes): Similar to S. B. 311.

H. B. 588 (Price): Teacher's annual contribution to retirement fund to be made in one sum.

H. B. 671 (Dorris): Providing for the registration of minors by a regularly appointed registrar in every school district.

H. B. 705 (Brooks): Providing for the organization of State training high schools to be supported jointly by the high-school district where located and State university.

H. B. 854 (Baker): Providing for a maximum of 40 pupils, except in cases of emergency, in any classroom in elementary schools.

Nebraska.

Bill pending:

H. B. —: Relating to the establishment, regulation, supervision, and maintenance of vocational schools, departments or classes, and the training of teachers of vocational subjects; to provide for the support of same from Fed-

eral, State, and district funds, and to appropriate moneys for such purpose; to define the authority and duties of the State board for vocational education.

New Jersey.

Bills pending:

S. B. 58 (Case): Provides for the appointment of district superintendents of schools in Article VII, school districts having enrollment of 500 pupils.

S. B. 61 (Mackey): Increases the salary of helping teachers from \$1,500 to \$2,000 per year, exclusive of their expenses.

S. B. 68 (Mackey): Increases the salary of county superintendents of schools from \$3,000 to \$3,500.

North Carolina.

Bills pending:

H. B. 322 (Bryant): Providing for a six-months school term in every public school district of the State in compliance with section 3, article 9, of the State constitution.

H. B. 323 (Bryant): Providing a county-school budget for each county; fixing a minimum salary for teachers and maximum expense fund for incidentals and buildings.

North Dakota.

Bills pending:

H. B. 61 (Hanson): Authorizing district school board to levy a tax not exceeding 30 mills, and authorizing voters to vote 15 additional mills.

H. B. 81 (Harding): Providing for the examination and certification of teachers; State board of education to have sole charge of issuance of teachers' certificates.

H. B. 94 (Harris): Providing a county tax for night schools.

H. B. 96 (Harris): Providing that only the English language shall be taught in the schools up to and including the eighth grade.

H. B. 106 (Herbert): Authorizing county commissioners and county superintendent, on petition of majority of voters of districts affected, to change boundaries of school districts.

H. B. 109 (Kamrath): Amending the State constitution to regulate the investment of permanent school funds.

H. B. 119 (Whipple): Providing the manner of organizing consolidated school districts.

H. B. 131 (Walker): Providing for the establishment of a subagricultural school in Morton County.

H. B. 143 (Brostuen): Making provision for the discontinuance of consolidated schools and the reestablishment of common schools in consolidated school districts.

S. B. 49 (Pendray): Regulating the investment of the university and school land funds.

S. B. 63 (Church): Accepting the benefits of the "Smith-Hughes Act" of Congress; making an appropriation for providing vocational education.

S. B. 69 (Stenmo): Providing for the payment of expenses of county super-

intendents in the discharge of their duties.

S. B. 80 (Hunt): Providing for health inspection of pupils in the public schools.

S. B. 103: Appropriating \$7,000 for the maintenance of evening public schools.

S. B. 113 (Liederback): Providing for the use of public buildings for public meetings.

S. B. 134 (Cahill): Providing for the administration of the penal and educational institutions and of the public schools by a board of administration.

Pennsylvania.

Bills pending:

H. Res. 3 (Scott): That there shall be established in the high schools in first, second, and third class districts a course of military training as offered by the United States War Department.

H. B. 286 (Davis): Amending sections 1608 and 2016 of the School Code by prohibiting the teaching of the German language in the public schools and State normal schools.

H. B. 309 (Cook): Amending section 1412 of the School Code so that school directors may at their option permit children who are inmates of orphan asylums, etc., to attend the public schools of the district.

H. B. 330 (Scott): Establishing a course of military and health instruction and training in certain public schools and normal schools and in colleges and universities receiving State appropriations, and for persons between the ages of 16 and 18 not in such institutions; creating a military training commission, prescribing its powers and duties, authorizing military and school authorities to permit the use of certain property, and making an appropriation.

H. B. 331 (Scott): Establishing a course of military instruction and training in certain public schools and normal schools and in colleges and universities receiving State appropriations; creating a military training commission; prescribing its powers and duties; authorizing military and school authorities to permit the use of certain property; and making an appropriation.

S. B. 168 (Dalex): Same as House bill 330.

S. B. 157 (McConnel): Amending section 2 of the act of May 3, 1909, relating to fire escapes on certain buildings not in cities of the first and second class, by omitting the requirement that all such buildings shall conform to the requirements of the act by June 1, 1920.

H. B. 163 (Mallery): Amending section 1414 of the School Code by requiring children between ages of 8 and 16 to attend schools in which subjects of study are taught in the English language.

H. B. 165 (Dunn): Amending sections 524 and 525 of the School Code so that school districts of the first class may levy a tax of not less than 2½ mills nor more than 8 mills and such taxes shall be levied and assessed in the same proportion as municipal taxes.

H. B. 175 (Horne): Providing assistance to widows, widowed mothers, orphans under 16, and incapacitated adults, providing means of taxation for mainte-

nance of such fund and placing the administration in the course, etc.

H. B. 177: Defining and regulating the teaching of physical culture in public schools of the first, second, and third class districts and State normal schools, creating a department of physical culture in the department of public instruction and making an appropriation therefor.

H. B. 178 (Horne): To create the home education bureau for child welfare in the department of public instruction and making an appropriation therefor.

H. B. 183 (Stott): Amending section 524 of the School Code so that school districts of the first class may levy a tax of not less than 6 nor more than 8 mills.

H. B. 185 (Lauler): Amending section 524 of the School Code by providing that in school districts of the first class each male resident over 21 years of age shall annually pay an occupation tax of \$1 in addition to any other taxes that he may now pay.

S. B. 25 (Schantz): To amend section 1515 of the School Code making legal bonds issued during the period when legal proceedings were in operation, providing for the annexation of certain territory to school districts.

S. B. 89 (Daix): Amending the school employees' retirement bill regulating the superannuation retirement so as not to apply to principals, heads of high schools, heads of astronomical observatories, and heads of departments in high schools who are willing and able to remain in active service, etc.

S. B. 107 (Sones): To provide for the establishment, erection, equipment, and management of a Pennsylvania home for boys and for the commitment thereto of delinquent boys between the ages of 6 and 18 years, and making an appropriation therefor.

Rhode Island.

Bills pending:

H. B. 601 (Eaton): Amending statutes providing for registration of births, deaths, and marriages.

H. B. 602 (Eaton): Creating a department of child welfare under the State board of health.

H. B. 605 (Eaton): Amending earlier legislation dealing with child health and school sanitation, and providing for State supervision of medical inspection of schools.

H. B. 620 (Brown): Making November 11, as Victory Day, a holiday.

H. B. 647 (Butts): Providing additional State aid for professional supervision, increasing State aid from \$750 for towns paying at least \$1,500 for supervision to one-half of superintendent's salary, but not exceeding \$1,000 per town.

Tennessee.

Bills pending:

1. Fixing a minimum salary and tenure of office of county superintendents of schools.

2. Abolishing the county high school board and transferring its functions to the county board of education.

3. Amending the compulsory attendance law. Lowers minimum age limit from 8 to 7; requires attendance for en-

tire school term; requires the appointment of attendance officers.

4. Providing for a biennial instead of an annual school census.

Washington.

Bills pending:

H. B. 33 (Thompson): Permitting county and city officers to close their offices at 12 o'clock (noon) on Saturdays.

H. B. 38 (Thompson): Establishing a State normal school at Centralia, Wash.

H. B. 39 (Shattuck): Classifying counties and fixing the salaries of county superintendents of schools.

H. B. 104 (committee on education): Regulating student fees in the University of Washington.

H. B. 128 (Mrs. Haskell): Amending teachers' retirement law for districts of first class. Provides that deficiency in current retirement fund be made up by district tax.

H. B. 139 (Brown): Providing for the county-unit system of school administration.

S. B. 41 (Judd): Providing for the apportionment of school funds when schools are closed on account of epidemic in current year. Apportionment on basis of attendance in last prior year when schools were not so closed.

S. B. 56 (Phipps): Providing for the retirement of teachers in the public schools of districts other than first class.

S. B. 93 (education committee): Relating to the powers of school directors and amending the education law generally.

S. B. 101 (Smith): Amending Article III of the constitution. Fixes salary of State superintendent at \$5,000, "or such other sum as the legislature may direct."

The efficiency of an illiterate people in competition with an educated nation is as the crooked stick against the sulky plow; the sickle against the reaper; the bullock cart against the express train, the ocean greyhound, and the aeroplane; the pony messenger against the telegraph, telephone, and wireless.—*Bureau of Education Bulletin*, 1917, No. 22.

TEACHERS' SALARIES.

(T. P. Scott in Hattiesburg (Miss.) Normal College News.)

"We beg pardon for presuming to discuss such a small matter.

"There was a time when one could see what we are talking about with the ordinary eye, but now it will require a microscope.

"There was a time when the \$2,000 that was paid a university professor for his services was sufficient to pay his grocery bills and leave a small balance for missions.

"But that was before the time of the present generation.

"The cost of living has doubled and trebled within the past few years, and the university professor is still receiving the same munificent annual compensation that he received 50 years ago.

"We know a girl who studied shorthand while finishing her teacher-training course and instead of taking a school at from \$400 to \$600 per year (she was offered a good teaching position) she accepted a position as office help at \$1,200 a year.

"We know another young girl who learned shorthand while taking her high-school course and was immediately given a business position, without having had a day's experience, at \$1,200 a year."

The University of Wisconsin is planning a union building that will be a memorial to the students who served in the Army and Navy during the war.

Public libraries in 18 Wisconsin cities have on their staffs during February and March students from the Wisconsin Library School at Madison, sent out for practical library experience to supplement their studies.

THE SCHOOL BOARD SERVICE STATION.

The School Board Service Station of the Bureau of Education assists boards of trustees of universities, colleges, normal schools and technical schools in finding presidents, deans, professors, and instructors. It also assists city and county boards of education in finding superintendents, principals, high-school teachers, supervisors, and teachers of special subjects.

The station maintains extensive registers of persons qualified for such positions. The purpose of the service is not primarily to find positions for teachers, but rather to serve the cause of education by assisting in finding teachers for positions. No charge of any kind is made for this service.

Inquiries should be addressed to the School Board Service Station, Bureau of Education, Washington, D. C.